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ABSTRACT

Under the leadership of the Language Arts Curriculum Committee, the Greater Albany (Oregon) Public Schools conducted its second annual district assessment of writing skills of students in grades 5, 7, 9, and 11, using the "analytic trait scoring" method (ATS). The testing procedure, diagnostic in purpose, conformed to the writing process implemented through the district's Real Writing Project, and student papers were scored by teachers on six traits that comprise good writing: ideas and content, organization and development, voice, word choice, sentence structure, and writing conventions. The test was given in four testing sessions, each on a different day: the first for introduction and prewriting; the second for writing a rough draft; the third for revising; and the fourth for writing the final copy. Average scores for the analytic traits at each grade level indicated that student papers districtwide were such that observed strengths generally balanced observed weaknesses; i.e. that student writing skills were developing as reasonably expected at their respective grade levels. (Three figures are included. Writing samples and scores are presented for each grade level, as well as charts showing the percentages of strengths and weaknesses of the writing traits. Analytic rating guides for each writing trait, a sample student profile, a sample of school distribution of scores, samples of school comparison data, and grade level data tables are appended.) (SR)

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Greater Albany Public School District 8J
Dr. Robert H. Williams, Superintendent

ANALYTIC TRAIT WRITING ASSESSMENT

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1987-88

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GREATER ALBANY PUBLIC SCHOOL DISTRICT No. 8J
Language Arts Curriculum Committee

ANALYTIC TRAIT WRITING ASSESSMENT
1987-88

TABLE OF CONTENTS

INTRODUCTION 1

ANALYTIC TRAIT SCORING 2

ASSESSMENT AND SCORING PROCEDURES 3

GENERAL DISTRICT RESULTS 7

FIFTH GRADE 7
- Results 7
- Writing Samples 9

SEVENTH GRADE 12
- Results 12
- Writing Samples 12

NINTH GRADE 15
- Results 15
- Writing Samples 17

ELEVENTH GRADE 19
- Results 19
- Writing Samples 19

SUMMARY 24

APPENDICES
- A - Analytic Trait Scoring Rubric 26
- B - Sample Student Profile 28
- C - Sample of School Distribution of Scores . 29
- D - Sample of School Comparison Data 30
- E - Grade Level Data Tables 32

GREATER ALBANY PUBLIC SCHOOL DISTRICT NO. 8J
Language Arts Curriculum Committee

ANALYTIC TRAIT WRITING ASSESSMENT
1987-88

INTRODUCTION

In May 1987, the Greater Albany Public School District, with the leadership of the Language Arts Curriculum Committee, conducted a district assessment of writing skills of students in the 5th, 7th, 9th, and 11th grades. It was the first districtwide writing assessment to use the "analytic trait scoring" (ATS) method. That is, it was the district's first attempt to distinguish major components (traits) of good writing, to define each component as part of a scoring guide, and to score papers on those components individually. The Language Arts Committee was pleased with the 1986-87 assessment activities and results, so the assessment was repeated in May 1988. This report reviews briefly the concept of analytic trait scoring and summarizes highlights from the 1987-88 analytic trait writing assessment.

Before implementing analytic trait scoring the Language Arts Curriculum Committee had conducted a writing assessment for several years where papers were scored "holistically." Holistic (i.e., general impression) scoring resulted in a single score on a 4-point scale for each student paper. A paper strong on ideas and content but weak in sentence structure received a single holistic score that "hid" the difference in student achievement between these two traits. The Language Arts Committee wanted more specific information than was available through holistic scoring. The Committee's desire for a comprehensive, diagnostic profile of student performance was the driving consideration for the decision to adopt the analytic trait scoring method.

Analytic trait scoring (ATS) offers important instructional benefits. The comprehensive, well-defined scoring guide is in effect a statement about what constitutes quality writing. ATS helps both teachers and students understand what qualities are important in good writing and how student writing is evaluated. It helps teachers design and present writing instruction based on the skills they want students to demonstrate. Finally, the ATS procedure provides teachers, students, and parents with a vocabulary for talking about writing.

ANALYTIC TRAIT SCORING

Several different writing assessment models use variations of the analytic trait scoring method. In 1985, the Oregon State Department of Education adopted a model for the statewide writing assessment that was developed by the Beaverton (Oregon) School District. The Language Arts Curriculum Committee reviewed several models before determining that the Beaverton model addressed the very writing traits district teachers wanted to emphasize and that adoption of this model would provide Albany students with relevant preparation for the statewide writing assessment. The Committee also found that experts in the Beaverton model were readily available to train our staff in the analytic trait scoring process.

The Beaverton model, the Oregon model, and now the Greater Albany model, focuses on six writing traits. The Language Arts Curriculum Committee is presently considering the addition of a seventh item to Albany assessment, namely penmanship. However, the six traits scored in the 1987-88 assessment were:

- Ideas and Content
- Organization and Development
- Voice (Style)
- Word Choice
- Sentence Structure (Syntax)
- Writing Conventions (Grammar, Punctuation, Spelling, Usage, Capitalization, and Paragraphing)

An abbreviated form of the scoring guide (i.e., rubric), prepared by the Beaverton School District for distribution to students, is reprinted in Appendix A. The rubric incorporates six distinct traits, each of which is scored separately. Each trait is defined at the 5, 3, and 1 score levels, with 5 as the high score. The district used the five point scale for the 1987-88 writing assessment, but scorers were encouraged to use half-points when appropriate. For example, on a paper that was better than a 3, but not quite good enough for a 4, the scorer could award a 3.5. [The rational for limiting rubric definitions to three levels (5, 3, and 1) was to provide a reasonable compact model that would not be overly cumbersome in scoring or in classroom instruction. Readers who are unfamiliar with the rubric will find it beneficial to look through Appendix A before reading further.]

<u>The five levels of the scoring rubric do NOT correspond in any way to the letter grades of A, B, C, D, and F.</u> To view them in this fashion would lead to serious misinterpretation of the results, and would destroy the spirit of the assessment. The district's analytic trait scoring method, unlike some other

scoring methods, is not judgmental in nature. It is DIAGNOSTIC. Its purpose is to identify the strengths and weaknesses in student writing on the six traits at various grade levels. In order to make an appropriate interpretation, consider that at the 3 level, strengths and weaknesses of the paper approximately balance as might be typical for a student at a particular grade. At the 4 level, strengths begin to outweigh weaknesses, and at the 5 level, strengths predominate (which is different than perfection). Conversely, at the 2 level, weaknesses outweigh strengths somewhat, and at the 1 level, weaknesses predominate. Keep in mind also that any given paper may be assigned a very different score for each of the traits.

ASSESSMENT AND SCORING PROCEDURES

Test Administration. Students in the 5th, 7th, 9th, and 11th grades took the writing test May 2-12, 1988. Students wrote in response to the following prompt:

> **Think of a special friend you have, did have once, or would like to have in the future. What are some things about this person that make you value his or her friendship? This person might have had some particularly good qualities, a special personality, or might have been especially helpful to you, or just have been enjoyable company. In your writing, be sure to include these things:**
>
> - **name the friend;**
> - **tell what it is about the person that is so important to you; and**
> - **use specific examples that show why you value this person's friendship.**

Testing conformed to the writing process implemented through the district's Real Writing Project as outlined on Exhibit 1. Four testing sessions, each on a different day, were suggested. The first session (15 to 30 minutes) teachers introduced the topic and encouraged students into prewriting activities. The next session (about 45 minutes) students drafted their papers. In the third session students revised and edited their rough drafts. The last session students wrote the "final copy" applying their best penmanship skills. Students were permitted to work with others (teachers, students, parents, etc.) during the prewriting phase, but were expected to work alone beginning with the drafting phase. While a number of Albany students were skilled at computerized word processing, all students were expected to draft, revise, and pen the papers for this assessment by hand.

WRITING AS A PROCESS

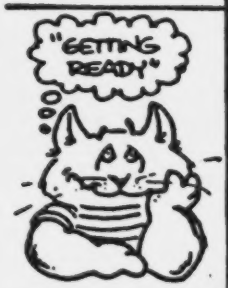
PRE-WRITING	ROUGH DRAFTS	REVISION	EDITING	FINAL DRAFTS	PRESENTING
		changing stage re-seeing conference			
think observe experience talk research select topic word cache feelings brainstorm pictures books films drama listen free write	tentative exploratory fast write get ideas down inventive spelling sound out words conference	REVISION "GETTING TO THE HEART OF IT" RESPONSE checking for meaning re-reading to self sharing conference RESPONSE	self-edit peer-edit adult-edit mechanics capitalization punctuation spelling structural form paragraphs sentences grammar vocabulary	select form re-copy proofread	publish bookform bulletin board letters newspaper reports audience classmates library community school staff relatives

EXHIBIT 1

Readers/Judges. The raters were all Albany teachers or substitute teachers who had participated in a concentrated training program to learn about the analytic trait scoring model. In addition to this formal training, readers took part in a refresher session to give them additional practice before actually undertaking the task of scoring student papers. At regular intervals throughout the scoring project the readers held brief training periods to ensure that they were continuing to function as a team. The readers, who volunteered to score the 1987-88 papers as a summer curriculum project, included Bonnie Anderson (NAMS), Jan Bateman (SAHS), Carol Brown (Waverly), Sandra Durfee (Memorial), Nancy Fairchild (WAHS), Kelly Gabriel (NAMS), Ruth Good (SAHS), Ronda Hathaway (Substitute), Mary Klages (Lafayette), Karen Knutson (NAE), Linda Leininger (Substitute), Margaret Longwell-Oder (Crabtree), Sherie Mohr (DO), Sue Morgan (NAE), Nellie Peterson (Memorial), Earl Taylor (NAMS), Gwen Thomas (WAHS), Sharon Tierce (Substitute), Bonnie Webber (SAHS), and Joy Wolfe (NAE).

Scoring. Each paper was scored twice, by two separate readers working independently. A copy of the scoring sheet is shown on Exhibit 2. Readers were encouraged to score traits in any order they wished, and to refer often to the rubric for assistance in rating the papers. The second reader did not know what scores had been assigned by the first reader. Each paper received six scores (one for each of the six traits) from each reader. These pairs of trait-scores were then averaged to produce assigned scores for each of the six traits. Scores for separate traits were NOT totaled to produce an overall holistic score. To do so would defeat the purpose of the analytic approach which is to specify strengths and weaknesses in student writing trait by trait.

Printouts. Four computer reports at the student, teacher, building and district levels were prepared and distributed to the schools:

(1) An individual student profile that presented scores for all six traits both numerically and graphically was prepared for each student who completed a scoreable paper (see Appendix B for a sample student report). Individual student printouts for 1987-88 5th grade students were forwarded to the middle school where they attend in 1988-89 as 6th graders.

(2) A teacher printout that listed all six trait scores for each student who completed a scoreable paper was prepared for each teacher who submitted a set of papers for scoring. No additional printouts were generated at the teacher level.

Greater Albany School District 8J

7

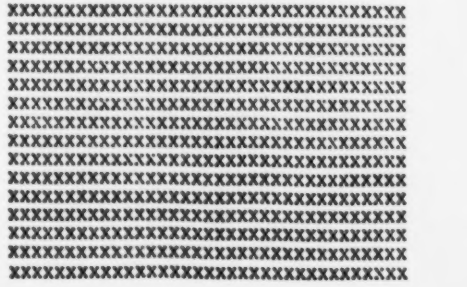
Writing Assessment: Analytic Trait Scoring

Judge #2 _____

	1	2	3	4	5
Ideas and Content =	1	2	3	4	5 6 7 8 9
Organization =	1	2	3	4	5 6 7 8 9
Voice =	1	2	3	4	5 6 7 8 9
Word Choice =	1	2	3	4	5 6 7 8 9
Sentence Structure =	1	2	3	4	5 6 7 8 9
Writing Conventions =	1	2	3	4	5 6 7 8 9
	1	2	3	4	5

Judge #1 _____

	1	2	3	4	5
Ideas and Content =	1	2	3	4	5 6 7 8 9
Organization =	1	2	3	4	5 6 7 8 9
Voice =	1	2	3	4	5 6 7 8 9
Word Choice =	1	2	3	4	5 6 7 8 9
Sentence Structure =	1	2	3	4	5 6 7 8 9
Writing Conventions =	1	2	3	4	5 6 7 8 9
	1	2	3	4	5



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1. Name _____ 1987-88
   [Print: LastName, FirstName] 7th

2. _ _ _ Teacher Number

3. _ _ _ School Number [School numbers are listed below.]

4. _ _ _ Number of School Where You Attended 5th Grade

5. _ _ _ Number of High School You'll Attend

Elementary School

101 - Central
102 - Clover Ridge
103 - Crabtree
104 - Fir Grove
105 - Lafayette
106 - Liberty
107 - North Albany
108 - Oak
109 - Oak Grove
110 - Periwinkle
111 - South Shore
112 - Sunrise
113 - Takena
114 - Tangent
115 - Waverly
222 - Non-GAPS School

Middle School

116 - Calapooia Middle
117 - Memorial Middle
118 - North Albany Middle

High School

119 - South Albany High
120 - West Albany High

Writing Assignment:

Think of a special friend you have, did have once, or would like to have in the future. What are some things about this person that make you value his or her friendship? This person might have had some particularly good qualities, a special personality, or might have been especially helpful to you, or just have been enjoyable company. In your writing, be sure to include these things:

- name the friend;
- tell what it is about the person that is so important to you; and
- use specific examples that show why you value this person's friendship.

EXHIBIT 2

(3) A building printout that displayed the frequency and percentage distributions of student scores on each trait was prepared for each grade level (see Appendix C for a sample). Data from 5th grade students was appropriately grouped and reported both to elementary schools and to middle schools.

(4) A district printout that graphically compared the percentage distribution of strong, balanced, and weak papers among the various schools on each of the traits was prepared for the elementary schools and for the secondary schools (see Appendix D for sample elementary and secondary printouts).

GENERAL DISTRICT RESULTS

Writing profiles showing the relative strengths and weaknesses of 5th, 7th, 9th, and 11th grade students on the six analytic traits are presented on Exhibit 3. Mean ratings for the four grades tend to show strengths in the same traits and weaknesses in the same traits; i.e., the four profiles tend to parallel one another. Students at all four grades had their best mean rating on Voice (V). Fifth grade students had their lowest rating in Organization and Development (Og), while 7th, 9th, and 11th grade students had their lowest ratings in Writing Conventions (Wr). However, all of the 1987-88 district mean scores fell well between 2.51 and 3.49, the scores that mark the boundaries of "balanced papers" where strengths in the papers balance the weaknesses. Exhibit 3 exaggerates, for purpose of discussion, the differences between the trait scores and between the grade level profiles. Student papers were rated using a scale from 1.00 to 5.00; Exhibit 3 shows only the range from 2.60 to 3.40, which is less that 25% of the total possible range.

Detailed tables showing (a) the districtwide distribution student scores on each of the six analytic traits, and (b) the percentage distribution of strong, balanced, and weak papers are found in Appendix E, one table for each grade level.

FIFTH GRADE

Results. Mean scores for 5th grade students could range from 1.00 to 5.00, with 5.00 as high. The average scores for the district on the six analytic traits for the 5th grade ranged from a low of 2.79 to a high of 3.06. Ideas and Content (Id) was 2.95, Organization and Development (Og) was 2.79, Voice or Style (V) was 3.06, Word Choice (Wd) was 2.97, Sentence Structure (Sn) was 3.03, and Writing Conventions (Wr) was 2.88. All of these mean trait scores

1987–88 WRITING ASSESSMENT

GREATER ALBANY SCHOOLS

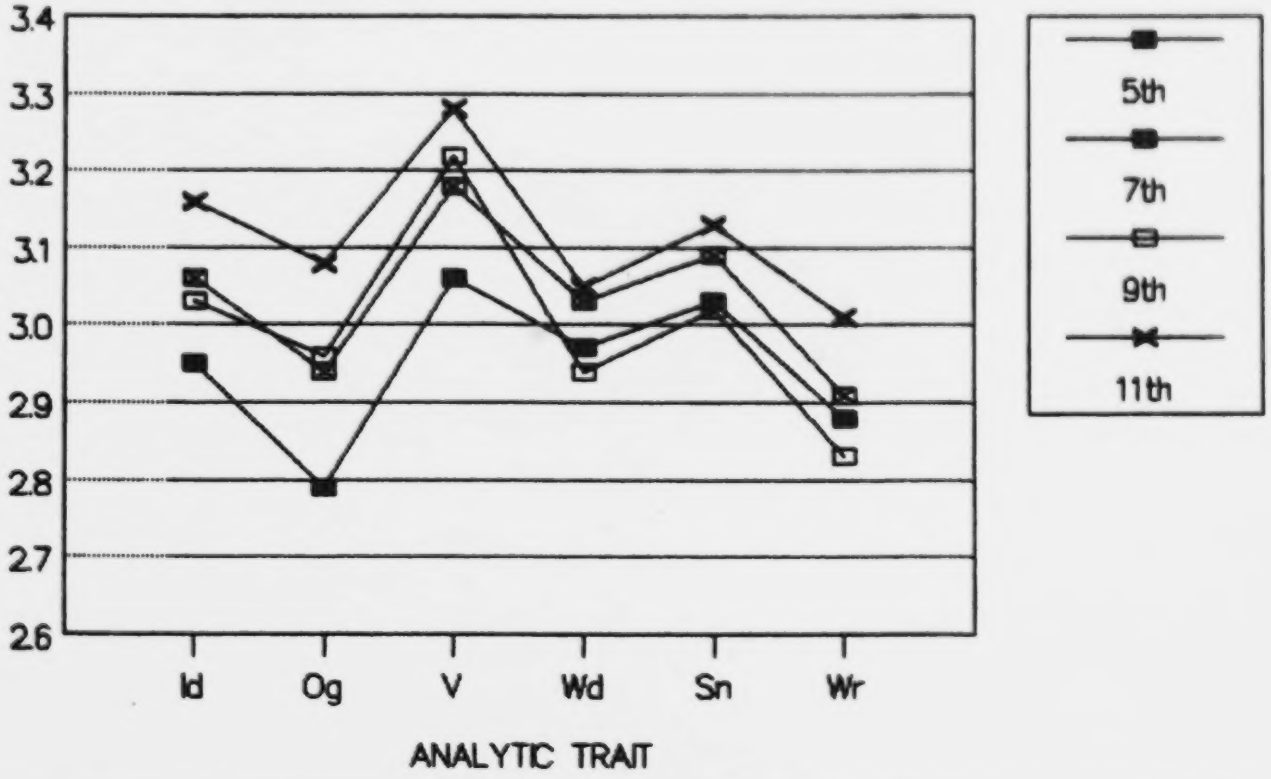

EXHIBIT 3

fell in the 2.51 to 3.49 range that defines an expected grade level performance where strengths in the papers balance the weaknesses.

The percentages of papers where strengths outweighed weaknesses, where strengths balanced weaknesses, and where weaknesses outweighed strengths were computed for each of the six traits. These percentages for the 5th grade are shown on Exhibit 4. The percentage of papers where strengths outweighed weaknesses on a particular trait was highest for Voice (V) and lowest for Organization and Development (Og). The percentage of papers where weaknesses outweighed strengths on a particular trait was highest in Organization and Development (Og) and lowest in Voice (V). The percentage figures for the six traits shown on Exhibit 4 are listed on the 5th grade table in Appendix E.

Writing Samples. The panel of readers selected three 5th grade papers where strengths generally outweighed weaknesses (i.e., strong papers) for anonymous inclusion in this report. Here are the three papers. Each paper is followed by the ratings from both readers, and the assigned score.

Student Paper 5A:

My favorite person and friend is my great grandmother [Name]. She's always there with me in my memories. Those memories I can never erase. She would help me in any situation.

The thing I remember most is her green and gold choice Buick. It was beautiful! I don't think I ever loved an object as much as that car.

Everyone leaves it up to her to keep the family in touch. She would invite everyone over for dinner every Sunday night. After those dinners we'd all go out to her pier and watch the crab crawl by. There she's tell stories until it got dark.

Her #1 hobby is football. She loved football! Every game she's watch if she could. Her #1 team is the "Alabama Roll Tides." She personally knew the very first coach. It was her oldest brother!

We'd go shopping every other Saturday not necessarily to buy anything, because most of the time we just looked. We had lots of fun together!

Then, I moved and all we do now is write. That's one of my many friends I won't see for a long time!

5A -	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	5.00	4.00	4.00	4.00	5.00
Judge 2:	4.50	4.00	4.50	4.00	4.50	5.00
Score:	4.75	4.50	4.25	4.00	4.25	5.00

1987–88 WRITING ASSESSMENT

FIFTH (5th) GRADE

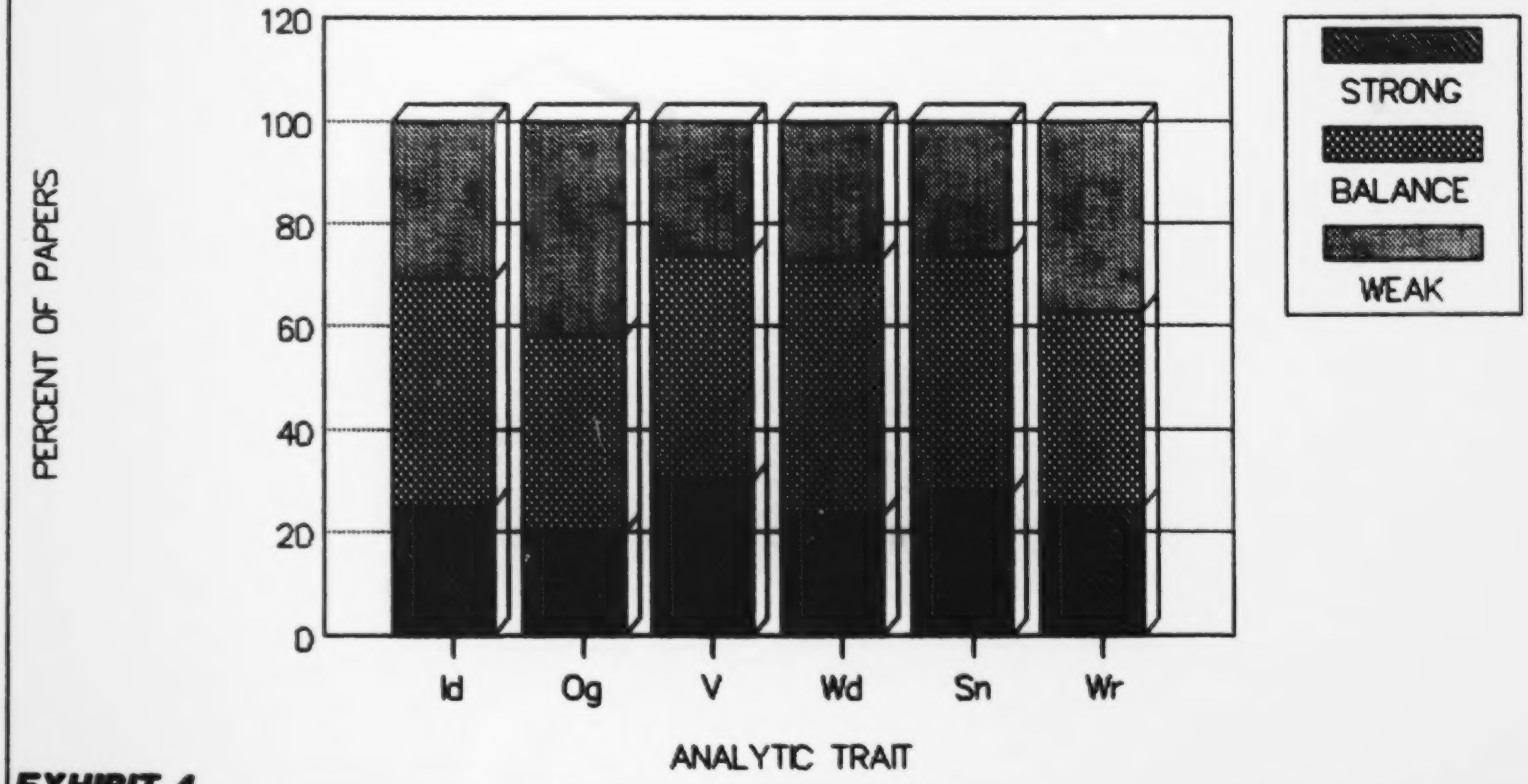

EXHIBIT 4

Student Paper 5B:

It's a nightmare coming home from my dad's house every other weekend! He treats me like I'm not even there and spoils my brother! Well, when I get home my mom is always there to talk it over. She talks about how things went and talks to me to get over it.

Lot's of kids think of their mom as a boss of their house and just a mother. Well, if they don't think of her as a boss, it's usually the second boss. How many kids think of their mom as their best friend? I don't know how many, but who'd want to know that anyway? Well, my mom is like a miracle to me! I wouldn't be as intelligent as I am, or I wouldn't stand up to my rights and opinions!

My mom does anything she can to make life fair and to make sure it's not miserable. She spends a fortune on my braces so I can have straight teeth. My mom's not one of those shy people who won't talk about personal problems and stuff like that. My mom's usually the one I go to first for help, to get out of the blues, and to talk to.

One good reason why my mom talks to me so much is because her mom wouldn't even dream of talking to her about personal things! She didn't want that to happen to me, so she talks to me all the time.

All the time when I don't have my homework done she helps me out and stops me from having a hissy fit. Lots of time I need help on my reading folder when it's due the next day but my mom usually helps me out. Even though she goes to college, she sure does care for me and helps me do my homework. My fantastic mother is like a miracle that happened to me, and the best thing that ever happened to me is that my mom is and is who she is.

5B -	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	5.00	5.00	4.50	4.50	4.50
Judge 2:	4.50	5.00	5.00	4.00	4.50	4.50
Score:	4.75	5.00	5.00	4.25	4.50	4.50

Student Paper 5C:

My friend's name is [Name]. She is very nice to me. Even thou she is a month younger than me she is taller.

One reason I like [Name] is because we grew up together. She can also keep secrets. We can think of neat things when we're together. When she is over at my house she is very polite. [Name] is also kind to me when I spend the night at her house. When we get into fights it only lasts for a couple of minutes, then we start laughing because we forgot what we were fighting about.

There is a couple of examples but I will only mention one of the things I like about [Name]. When we get together we have good ideas. I was spending the night at her house and we started making friendship braclets out of some thread and beads. Then we came up with the idea of making them and selling them. That is what she is going to do in Portland when she moves there, and I'm going to send braclets and necklaces up ther for her to sell.

5C -	Id	Og	V	Wd	Sn	Wr
Judge 1:	4.00	4.00	3.50	3.00	4.00	4.00
Judge 2:	4.00	4.50	4.50	4.00	3.50	3.50
Score:	4.00	4.25	4.00	3.50	3.75	3.75

SEVENTH GRADE

Results. Mean scores for 7th grade students could range from 1.00 to 5.00, with 5.00 as high. The average scores for the district on the six analytic traits for the 7th grade ranged from a low of 2.91 to a high of 3.18. Ideas and Content (Id) was 3.06, Organization and Development (Og) was 2.94, Voice or Style (V) was 3.18, Word Choice (Wd) was 3.03, Sentence Structure (Sn) was 3.09, and Writing Conventions (Wr) was 2.91. All of these mean trait scores fell in the 2.51 to 3.49 range that defines an expected grade level performance where strengths in the papers balance the weaknesses.

The percentages of papers where strengths outweighed weaknesses, where strengths balanced weaknesses, and where weaknesses outweighed strengths were computed for each of the six traits. These percentages for the 7th grade are shown on Exhibit 5. The percentage of papers where strengths outweighed weaknesses on a particular trait was highest for Voice (V) and lowest for Word Choice (Wd). The percentage of papers where weaknesses outweighed strengths on a particular trait was highest in Writing Conventions (Wr) and lowest in Voice (V). The percentage figures for the six traits shown on Exhibit 5 are listed on the 7th grade table in Appendix E.

Writing Samples. The panel of readers selected three 7th grade papers where strengths generally outweighed weaknesses (i.e., strong papers) for anonymous inclusion in this report. Here are the three papers. Each paper is followed by the ratings from both readers, and the assigned score.

Student Paper 7A:

It was a cool day in September. The smell of Wa Chang was in the air. There was a heavy humidity as the clouds hung over. The piercing silence stunned the trees. It was the perfect day for fishing.

As [Name] strolled along the bank to his usual spot there was a feeling of peace. Everything seemed almost right. Although he didn't know it, soon he wouldn't be fishing alone.

I first met [Name] on the narrow street by my house. He lived only two houses down from us. The summer of 86 was just about over, and school was near its begining.

Almost 2 weeks into school [Name] and I started to become friends. We had alot in commen. He could always make me laugh. And he usually stuck up for me. It was a long hard year, but [Name] and I were now the best of friends. We always played basketball together. But then school started again and [Name] seemed to change. We never played basketball, and he hardly said a word to me for 3 months. Sure I had other friends, but I really missed the old [Name].

1987–88 WRITING ASSESSMENT

SEVENTH (7th) GRADE

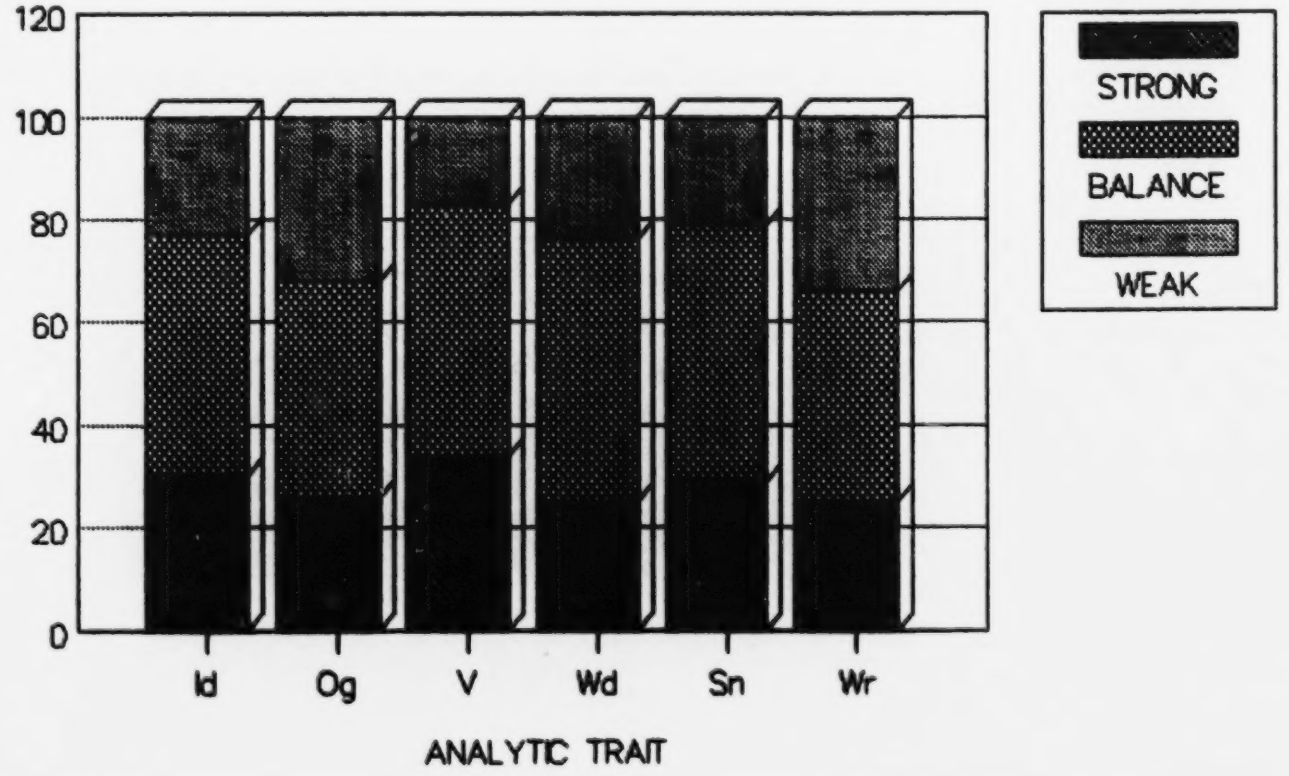

EXHIBIT 5

Soon the spring came and the weather cleared up. One day for some reason [Name] came up to my house with his baseball cards. And then we started to become friends again. [Name] had sprung from his winter slumber. I like [Name] and I'm greatful to have a friend that enjoyable.

Along came the month of may, fishing season. It was a cool day. The smell of Wa Chang was in the air. Thier was a feeling of amity. [Name] and I walked along the bank, we were true friends.

7A -	Id	Og	V	Wd	Sn	Wr
Judge 1:	4.00	4.50	4.50	5.00	4.50	4.50
Judge 2:	5.00	5.00	5.00	5.00	4.50	4.00
Score:	3.50	4.75	4.75	5.00	4.50	4.25

Student Paper 7B:

The fluffy big ball of fur arose, stretched, and struted over to the couch where I was lying. He was full of confidence and didn't really stop to think if I wanted his furry body stretched across my face or not. He was comfortable, even if I wasn't.

The blobs name is [Pet's Name] and he was now purring away with happy content. Even though I couldn't breath. Finally I could stand no more. I shoved him aside. He landed with a soft bump on the ground beside the couch.

My little shove did not stop the big hulk however. He took a mighty leap and landed beside me again. I rolled over on my stomach trying to keep him from lying on my face again. So instead of my face he cuddled up in a compact ball on my back. I give up I thought. This cat is undefetable. I was just going to ignore him I decided.

I was just dozeing off when I felt [Pet's Name] claws digging into me. I cranked my head around and saw he was still purring happily, even though I was in agony.

I dozed off again, and woke up two hours later. I was still my my back, and [Pet's Name] was still there purring. I looked out the window and rain was comeing down in torrents. I turned around and found a note saying that my parents had gone out. Burrrr, I shivered the house was absolutly frezzing. Suddenly I felt glad to have a warm furry cat for company.

I got up and made myself some hot coco. Then I grabbed a blanket, and headed towards the couch. [Pet's Name] was still there looking rather flustered because I had upset his sleep. I picked him up, layed back on the couch, and sat him back on my lap. Then I picked up my coco feeling glad to have a cuddely ball of fur next to me. [Pet's Name] really was a special one of a kind friend. Sometimes he annoyed me but when I needed him he was always there purring.

7B -	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	5.00	5.00	5.00	5.00	4.50
Judge 2:	4.50	4.50	4.50	5.00	4.00	4.00
Score:	4.75	4.75	4.75	5.00	4.50	4.25

Student Paper 7C:

I really don't have a specific friend I would like to write about so instead I will write about what kind of a person would have to be a friend.

First of all the person would have to be smart or at least have some brains, believe me average air heads usually make good friends for only air heads.

Secondly a person would have to be understanding, someone you can talk about things that are or seem to be important to you.

Another significant feature would be that the person would have to be very, very talkative. Someone who can talk about anything for any length of time but be able to stop when it begins to get boring.

The most meaningful characteristic would be that the person could teach me about things I don't know about, sports and other things.

Some things that would make me value a persons friendship would be for me to be able to play baseball, shoot a basket or anything along those lines without being called names, or not being allowed to play.

A friend would need to be a friend all of the time not just when its found convenient for them to have a friend. That wouldn't be a friend that would be someone using you. But most important of all a friend would have to be a friend.

7C -	Id	Og	V	Wd	Sn	Wr
Judge 1:	4.00	3.50	3.50	4.00	3.50	2.50
Judge 2:	5.00	4.50	5.00	4.50	4.50	4.50
Score:	4.50	4.00	4.25	4.25	4.00	3.50

NINTH GRADE

Results. Mean scores for 9th grade students could range from 1.00 to 5.00, with 5.00 as high. The average scores for the district on the six analytic traits for the 9th grade ranged from a low of 2.83 to a high of 3.22. Ideas and Content (Id) was 3.03, Organization and Development (Og) was 2.96, Voice or Style (V) was 3.22, Word Choice (Wd) was 2.94, Sentence Structure (Sn) was 3.02, and Writing Conventions (Wr) was 2.83. All of these mean trait scores fell in the 2.51 to 3.49 range that defines an expected grade level performance where strengths in the papers balance the weaknesses.

The percentages of papers where strengths outweighed weaknesses, where strengths balanced weaknesses, and where weaknesses outweighed strengths were computed for each of the six traits. These percentages for the 9th grade are shown on Exhibit 6. The percentage of papers where strengths outweighed weaknesses on a particular trait was highest for Voice (V) and lowest for Word Choice (Wd). The percentage of papers where weaknesses outweighed strengths on a particular trait was highest in Writing Conventions (Wr) and lowest in

1987–88 WRITING ASSESSMENT

NINTH (9th) GRADE

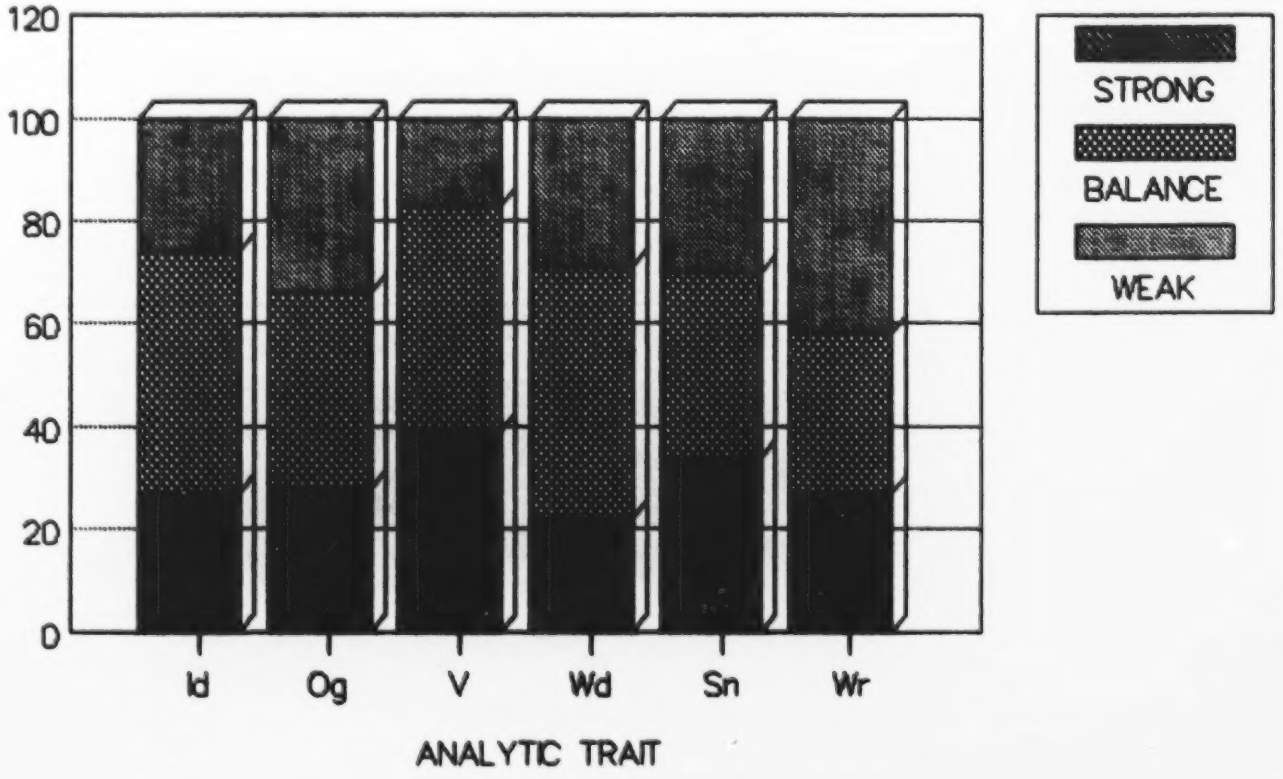

EXHIBIT 6

Voice (V). The percentage figures for the six traits shown on Exhibit 6 are listed on the 9th grade table in Appendix E.

Writing Samples. The panel of readers selected three 9th grade papers where strengths generally outweighed weaknesses (i.e., strong papers) for anonymous inclusion in this report. Here are the three papers. Each paper is followed by the ratings from both readers, and the assigned score.

Student Paper 9A:

When I think of a friend, I think of a person who teaches you new skills, adds humor to your life and is always there during the tough times.

In my life, there has been one person who did all of these things. He has been a big part of my life since the fifth grade. His name is [Name].

It all began when I joined the Boy Scouts. I really didn't want to join, but [Name] convinced me that it would be fun. I was graciously welcomed into the troop. During my initial year, he taught me some basic camping skills. These included how to pitch a tent, make an outdoor shelter, and five ways to light a fire without matches.

Then, in the summer of 1984, I was first introduced to the world of camping. Early summer meant the camporee, the biggest camp of the year. The whole trip was a complete disaster. It rained the whole weekend. My whole pack fell in the mud. After that experience, I was ready to quit after that horrible experience. But [Name] told me to stick with it. I agreed. [Name] broadened my knowledge in the next six months.

One evening as I prepared for the upcoming meeting, [Name] approached me with a new challenge. "[My Name]," he said, "I think it's about time for you to assume a leadership position. I want you to become patrol leader."

I didn't know if I wanted such a big responsibility. I told him that I didn't feel qualified to lead the patrol. [Name] gave me the confidence to tackle the new job. I decided to give it a try.

My first real test as patrol leader came at the 1986 camporee. I was still nervous about leading the troop, but [Name] reassured me that everything would work out O.K. When we reached the campsite, it was my job to make sure everyone was helping to get the campsite ready for judging. Everything ran smoothly. Under the guidance of [Name], I led the patrol to three first place ribbons. We were also awarded best overall troop. I learned more about myself that weekend than I ever thought possible.

Now, as I look back on my younger years as a scout, I realize how important [Name] was to me getting where I am today.

I began as a weak, rowdy fifth grader who knew nothing about camping. Now, as I enter my fifth year in Scouting, I am one Merit Badge away from the Eagle rank. It is the highest honor attainable in Scouting. I owe all of the success, awards, and leadership ability that I have attained to [Name]. He is truly an example of a great friend.

9A -	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	5.00	5.00	5.00	5.00	5.00
Judge 2:	5.00	5.00	5.00	4.00	4.00	5.00
Score:	5.00	5.00	5.00	4.50	4.50	5.00

Student Paper 9B:

My special person is my mother. She s the most caring individual in my life at this time, she is a great person who you can talk to about anything. A person who understands me and the things I do, a person who shows me warmth, love, and compassion. She is someone you can cry, laugh, and scream at, and doesn't take it the wrong way. She is a fun person to be with because of mutual likenesses, such as, seimming, hiking, walking, and many more. We understand each other and help each other cope with problems, such as when I was hurt, she was there to ease the pain, and when I was sick she stayed with me until I was better. She often buys me balloons and flowers just to say hi or to let me know she is there for me.

My special friend has shown me how to foregive people and to know that it is OK to love and hate someone at the same time. She taught me that it is OK to cry, that you need to let your feelings out. Sometimes we even yell at each other and get mad and don't talk to each other for a long time, but eventually we start talking again, because even best of friends fight too.

My mother and I have such a great friendship that we often tend to read each others minds, and we know when on of us is hurting even if were miles apart, it is just something we can feel. Most of all my mother and I just love each others company and so we have a great friendship based upon that.

9B -	Id	Og	V	Wd	Sn	Wr
Judge 1:	4.00	4.00	3.50	3.00	3.00	3.00
Judge 2:	4.00	3.50	5.00	4.50	4.50	4.50
Score:	4.00	3.75	4.25	3.75	3.75	3.75

Student Paper 9C:

I realized how much I missed [Name] as I was writing this. She moved away a couple of years ago. We were really only friends for one year, in sixth grade, but in that time a solid friendship was built.

[Name] had (and still has) a rough life. She kept switching homes, from her Grandma's to her dad's, anyone who would take her in. [Name] was always an outsider in school, she listened to the wrong music, dressed wrong, and smoked. People used to call her a "stoner." It always amazed me that the teasing didn't get to her. Sure, there are other kids who do those same things, but not in the sixth grade.

Even though [Name] life was tough, she was one of the sweetest people I knew. She had the ability to cheer me up and make me laugh, no matter the problem. We always had long

discussions on anything we felt was important. She always listened to me patiently, which is hard because I have the tendency to babble. People misunderstood [Name], they saw only the bad and didn't take the time to see the good. I'm glad I did.

Now that [Name] has moved away, we have gone are seperate ways and have changed significantly. I guess one might say we live on opposite sides of the track. She has lived many different places in this time. We still keep in touch though. She calls whenever she is back in town. When I see her it scares me. I know [Name] has the ability to get ahead in life but she doesn't try. I'm afraid she's going to live a unhappy life. Whatever happens I'm glad we had a chance to be friends because [Name] really is a special person.

9C -	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	5.00	5.00	4.50	5.00	4.50
Judge 2:	4.50	4.00	4.50	4.00	4.50	4.50
Score:	4.75	4.50	4.75	4.25	4.75	4.50

ELEVENTH GRADE

Results. Mean scores for 11th grade students could range from 1.00 to 5.00, with 5.00 as high. The average scores for the district on the six analytic traits for the 11th grade ranged from a low of 3.01 to a high of 3.28. Ideas and Content (Id) was 3.16, Organization and Development (Og) was 3.08, Voice or Style (V) was 3.28, Word Choice (Wd) was 3.05, Sentence Structure (Sn) was 3.13, and Writing Conventions (Wr) was 3.01. All of these mean trait scores fell in the 2.51 to 3.49 range that defines an expected grade level performance where strengths in the papers balance the weaknesses.

The percentages of papers where strengths outweighed weaknesses, where strengths balanced weaknesses, and where weaknesses outweighed strengths were computed for each of the six traits. These percentages for the 11th grade are shown on Exhibit 7. The percentage of papers where strengths outweighed weaknesses on a particular trait was highest for Voice (V) and lowest for Word Choice (Wd). The percentage of papers where weaknesses outweighed strengths on a particular trait was highest in Writing Conventions (Wr) and lowest in Voice (V). The percentage figures for the six traits shown on Exhibit 7 are listed on the 11th grade table in Appendix E.

Writing Samples. The panel of readers selected three 11th grade papers where strengths generally outweighed weaknesses (i.e., strong papers) for anonymous inclusion in this report. Here are the three papers. Each paper is followed by the ratings from both readers, and the assigned score.

1987–88 WRITING ASSESSMENT

ELEVENTH (11th) GRADE

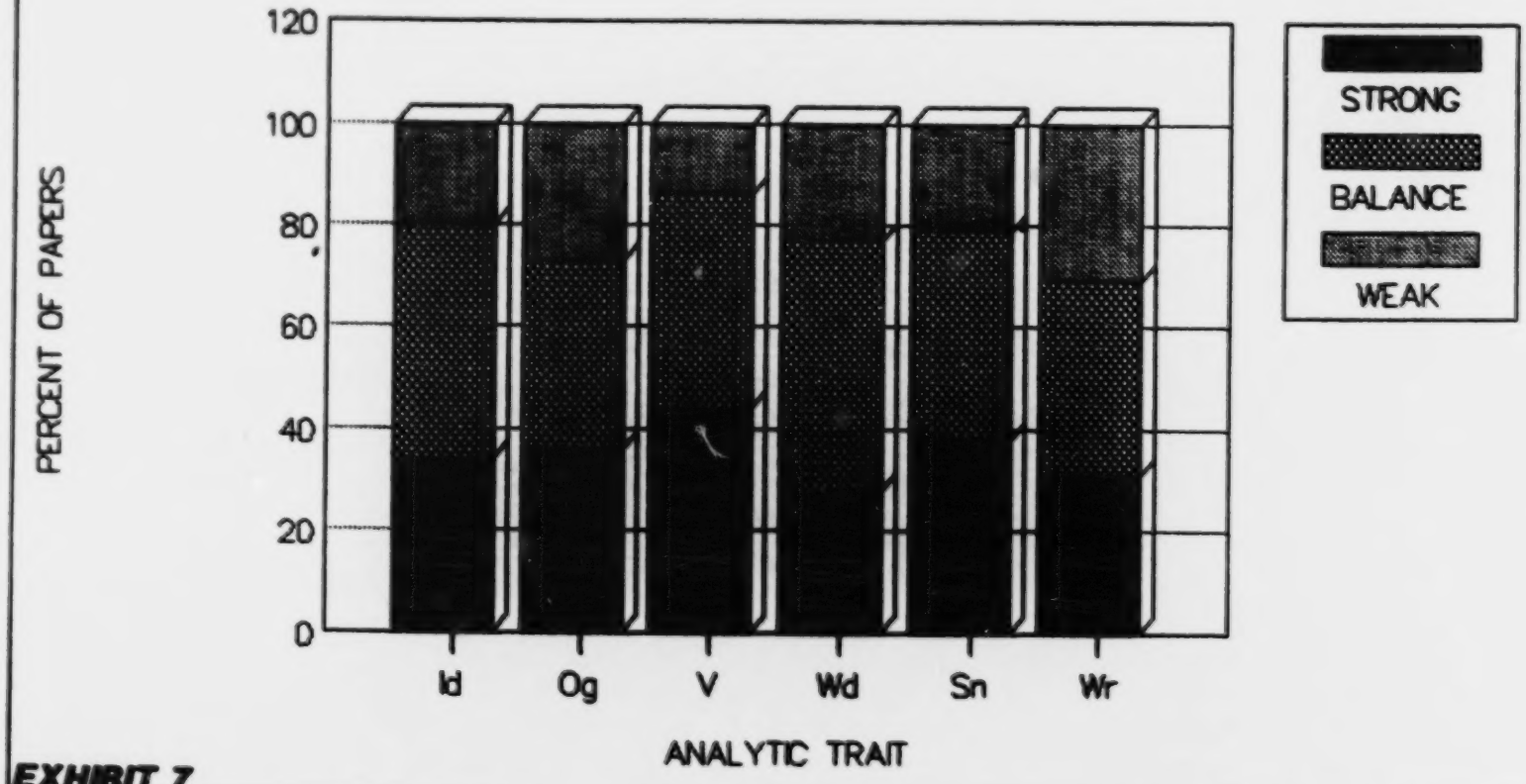

EXHIBIT 7

Student Paper 11A:

She is always there for me, always! If I am sad she makes me smile. If I am angry she taunts me and I have to laugh at my foolish rage. I can not remember a day that has gone by without her soothing voice and merry laugh. I doubt the passing of many a day without her presence.

She gives me strength and emboldens me when I am weak. She gives me life, a reason to keep going when I am sullen and heavy-hearted. Honest, she is always honest and straight-forward. She sees the truth when I blindly pass it by.

Sometimes she dares me to do something out-of-hand and the danger quickens my heartbeat and I feel more alive than I ever have before.

Somedays she is loud and wild, filled with so much energy I have to run with her. Other days she is quiet and thoughtful, we take turns being student and teacher. And, still other days, she is sorrowful, angry, envious? I know not which one but I know she is troubled, confused. These days are the hardest because I am unbalanced, I feel no harmony. It is as though I am an orchestra trying to follow the frantic, waving arms of an octupus and I am hopelessly lost. We then work things out and make the sweetest music any two friends can make.

Whenever I call her, she is at my side. I feel strong with her, I am a fearless demi-goddess and no one can stand in the way of my dreams. Had she a name I would willingly give it to you so you could experience the same power and confidence that I feel with her.

But a name? She has none, yet many. My conscience? My willpower or backbone? She is the spirit of life and in her absence there can only be madness and death. I shall never stray far from my friend.

11A -	Id	Og	V	Wd	Sn	Wr
Judge 1:	4.00	5.00	5.00	5.00	4.00	5.00
Judge 2:	4.50	4.50	5.00	5.00	4.50	5.00
Score:	4.25	4.75	5.00	5.00	4.25	5.00

Student Paper 11B:

"I can't find a thing to wear!" I said aloud one morning. I walked across the hall to my sister's room, only to find her in front of her closet thinking the same thing. I went through her clothes and picked out a sweater. It's hard to imagine that between the two of our closets stuffed full with clothes, we should have so much trouble try to pick out an outfit.

"Let's go have breakfast," she said to me over the hum of the radio.

After all of the usual events that go on in the morning, we decided to take my dad's truck down to the Queen Street Car Wash, where you deposit your money, the soap and water turn on, then you wash it yourself. We soon discovered that we weren't moving quickly enough, and everything shut off, leaving the truck covered with soap.

"Well, I guess I'll just have to put another dollar in," I said to her. I went to my door only to find it locked. Panic rose inside of me as I looked over to find her door locked also. At that point I decided to try and put my mind into one of a thief.

"If I were a car thief," I thought to myself, "how would I go about breaking into this

truck?"

Strangely enough, my mind remained blank. My sister and I resorted to the last possible conclusion, we would have to call our mom and have her bring another set of keys, since mine were happily nestled in the driver's seat. As we waited for Mom, my thoughts began to wander. They took me back to when my sister and I were just four and five years old, me being the eldest. Our mom used to dress us identically, well at least we could find each other easily on the playground! I don't think we had ever been separated from one another for no more than a few hours. It wasn't until the summer before my eighth grade year, and her seventh, that we would finally be apart from one another for more than a day! I was going to California for two weeks, and she was staying home to work.

"How could I possibly survive it? without my shadow? My best friend in the whole wide world?"

My sister [Name] and I were more than close! We said thing in exact unison, we thought alike, we dressed similar, we shared everything!

As the day grew nearer of our separation, an uneasiness hung in the air. Then the moment arrived!

"This is it," I said to myself. We stood facing each other for a brief moment, then she reached out to hug me. Even before we touched the tears began to stream down my face. We stood there embracing each other with an unstoppable flood of tears. My heart had a dull aching feeling as we pulled apart.

"Write me," she said as I got into the car.

"Don't worry!"

I was then disturbed from my reverie by the honk of a horn. It was Mom. As we got into the truck I smiled and said that I loved her. She looked at me questioningly with one eyebrow raised, like she often does, and said, "Your weird!" But I know how much she loves me, so I didn't need to hear it.

11B -	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	5.00	5.00	5.00	5.00	5.00
Judge 2:	5.00	5.00	5.00	4.50	5.00	5.00
Score:	5.00	5.00	5.00	4.75	5.00	5.00

Student Paper 11C:

Third Grade.
"[Name], will you come to my birthday party?"
"Well, uh - only if [Name] can come.
"I'll ask."
Dial - 390-2459.
Ring. Ring. Wait. Ring.
"Hello?"
"Mom? Is it okay if [Name] comes to my party, too?"
"[Name]? Who's he?"
"A guy I know. A friend of mine."
That was a lie - oh, I'd seen him around, but I didn't <u>know</u> him.

My mom had to go out and buy one more of each of the favors for this guy, just so I could have [Name] at my party. You know what? [Name] was the most enjoyable fellow at that party. He was my size and as hyperactive as I was, and laughed at the same things I did - poor [Name] didn't realize he was giving me my soon-to-be best friend.

His mother, divorced, was like my second mom. (In fact, that's what I called her. It wasn't affection; she was just naturally "mom.") She owned five acres in Florence with her aunt, and she occasionally took me with them when they went to the coast.

And [Name] and I loved every minute.

We fashioned "swords" from bicycle hand-grips and wooden poles, and dueled, and fought dragons in the form of trees, and rescued maidens.... One tree, in particular, suffered from our attentions.

There was a rather steep hill of sand and at the bottom stood this tree. From the top, we would dive down, roll the twenty or so feet down, leap to our feet, and begin hacking limbs (branches) from the unfortunate dragon (tree).

I suffered many a bruised knuckle from our numerous duels, but somehow my child's fancy could not be checked. Oh, there were some glorious fights; they would have brought tears to your eyes!

Once, as we travelled in his Volkswagen Vanagen, with me facing back to play cards with him, I felt not quite well.

"I Think I'm going to puke, [Name]."
"Are you kidding?"
PUKE
"Oh, I guess you weren't."

His mom (mom) found a reststop and refuced to let me clean up the mess, so [Name] and I ran around with the dogs.

These two lived on a farm in the outskirts of Kizer, and him mom always charitable, would take in stray - anythings! She had chickens, nine cats, four dogs, two horses, and rabbits at one time - but the dogs were the best.

I helped to find one of them, too. [Name] and I were walking somewhere; I'm not quite sure where, and this short-haired, reddish colored dog comes up to us. This - mutt is the only word! - was about thigh-tall, and her ribs showed through her coat in a sickening manner, and she followed us home!

When it came to a decision to destroy the dog or keep it, mom had little trouble with the decision.

[Name's] Grandmother had a dog, too, as well as his Great-Aunt. [Illegiable word] one; the other, - I can't remember. But they were always getting into anything left open that smelled good. Aigh, but what a pain! But I loved all of those dogs as much as [Name] did.

We always had a rivalry between us concerning our respective heights. Up until I moved, though, every year the school weighed and measured us, I was a fourth of an inch taller.

I'm 5'11' now, and last I saw [Name], he was 6'2".

If you haven't guessed, I love that boy. I think the most binding love, or feeling, comes from stored experiences and [Name]and I have shared hundreds. He means a lot to me because of the time we shared, and enjoyed, and I have never had a friend I felt as close to as [Name].

11C -	Id	Og	V	Wd	Sn	Wr
Judge 1:	5.00	4.50	5.00	5.00	5.00	4.50
Judge 2:	5.00	4.50	5.00	5.00	5.00	4.00
Score:	5.00	4.50	5.00	5.00	5.00	4.25

SUMMARY

The Language Arts Curriculum Committee conducted its second annual analytic trait writing assessment in the 5th, 7th, 9th, and 11th grades in May, 1988. The testing procedures conformed to the writing process implemented through the district's Real Writing Project. Student papers were read and scored by district teachers on six traits that comprise good writing including ideas and content, organization and development, voice or style, word choice, sentence structure, and writing conventions. Papers were scored over the summer break and results were distributed to students, teachers, and principals at the beginning of the new school year.

The mean scores for all six analytic traits at each grade level indicated that student papers districtwide were such that observed strengths generally balanced observed weaknesses; i.e., that student writing skills were developing as reasonably expected at their respective grade levels. Voice was the analytic trait with the highest percentage of strong (i.e., strengths outweigh weaknesses) ratings at all four grade levels. Organization and Development was the trait with the highest percentage of weak (i.e., weaknesses outweigh strengths) ratings for 5th grade papers, while Writing Conventions had the highest percentage of weak ratings for 7th, 9th, and 11th grade papers.

While the data presented in this report do provide a general overview of the writing skills that Greater Albany students have developed, they provide more importantly a local standard against which principals and teachers may evaluate the writing skills of individual students or schools. Awareness and understanding of these data will certainly facilitate appropriate planning for writing instruction. The data presented here clearly support a recommendation that some attention be given districtwide to the instruction and attainment of writing skills associated with the traits of Organization and Development and Writing Conventions. The particular writing trait or traits upon which

instruction should be focused, however, will no doubt vary from school to school according to the abilities of the students. With the various reports generated by the 1987-88 writing assessment, building staffs have the capacity to identify the particular strengths and weaknesses of their students, and to better provide appropriate instruction in writing.

ANALYTICAL TRAIT WRITING ASSESSMENT
Student Copy

Ideas and Content

5 Paper. The paper is clear and holds the reader's attention all the way through.
- The writer seems to know the topic well, and chooses details that help make the subject clear and interesting.
- The writer is in control of the topic and has focused the topic well.
- Important ideas stand out. The writer uses the right amount of detail (not too much or too little) to make the important ideas clear.

3 Paper. The reader can figure out what the writer is trying to say, but the paper may not hold the reader's attention all the way through.
- The writer has some things to say, but doesn't seem to know quite enough about the main idea(s).
- Some ideas may be clear, while others may be fuzzy or may not seem to fit.
- The writer may spend too much time on minor details and/or not enough time on main ideas.

1 Paper. The paper is unclear and seems to have no purpose.
- The writer has not thoughtfully explored or presented ideas; he or she may not seem to know the topic very well.
- Ideas seem very limited or seem to go off in several directions. It seems as if the writer wrote just to get something down on paper.
- Ideas are not developed. The paper may just restate the assignment.

Organization

5 Paper. Ideas, details and examples are presented in an order that makes sense. The paper is very easy to follow.
- Paper has an inviting beginning and an ending that works well.
- Ideas, paragraphs and sentences are tied together so that the reader can see connections.
- Details seem to fit where they are placed.

3 Paper
- The writer has tried to present ideas and details in a way that makes sense, but the order may be unclear or may not work well.
- The introduction and ending are there, but one or both may be weak.
- Some details may seem out of place. Too much extra, unneeded information may get in the way of important ideas.

1 Paper. Ideas seem tossed together, and the paper is hard to follow.
- There is no sense of beginning or ending.
- Ideas are not tied together. They often seem out of order, or seem as if they do not fit together at all.
- In a story, it may be hard to tell what happens first, or next, or last.
- Often the reader cannot tell how the writer got from one point to another.

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Voice

5 Paper. The writer is very sincere, individual and honest. This paper stands out from the others.
- The writer seems to care deeply about the topic.
- The writer seems to speak right to the reader, and to care about getting his or her ideas across.
- Paper may show originality, liveliness, excitement, humor, or suspense.

3 Paper. Writer tries to deal with the topic, but does not seem to get very involved.
- Paper gets the ideas across, but only in a routine sort of way. The reader can almost guess what the writer will say next.
- Instead of trying something new or unusual, the writer may repeat ideas everyone has heard or read before.
- The writer seems to know that he or she has an audience, but does not write to that audience in a personal way.

1 Paper. The writer seems to make no effort to deal seriously with the topic.
- The writer may not have understood the assignment, or may not have cared about saying anything serious or important.
- The writer does not seem to be writing to anyone in particular or to care whether the words or ideas will make sense to anyone else.
- The paper is flat and lifeless. It has no feeling.

Word Choice

5 Paper. Writer carefully selects words to make message clear.

- Words are accurate, strong, and specific.
- The writer may experiment with new words or use everyday words in a new, interesting way.
- The writer uses colorful expression and experiments with figurative language effectively. Imagery is well developed.
- Words are fresh, original, and fun to read.

3 Paper. The writer chooses words that get the message across but only in a very ordinary way.

- Words are very general or ordinary.
- The writer may attempt some new words, but they may not fit.
- The writer doesn't try for the "best" way to say something but settles for any word to phrase that "will do."
- "Big" words are used only to impress the reader.
- The writer may rely on slang or cliches (the same words and phrases everyone has heard over and over).

1 Paper. The writer struggles with a limited vocabulary and has a hard time finding the right words to get the meaning across.

- Words are vague and flat.
- No new words are attempted.
- Words create no clear images.
- The writer may repeat words or phrases or may use words incorrectly.

Sentence Structure

5 Paper. Paper is easy to read and understand. It flows smoothly from one idea to the next.

- The writing sounds natural (the way someone might speak), not choppy, awkward, or forced.
- Sentence structure is varied and adds interest.
- Sentence structure is correct. Run-ons or fragments, if present, are effective.
- The writing is concise (not wordy).

3 Paper. Most sentences are understandable but not very smooth or graceful.

- The reader may have to reread sometimes to follow the meaning.
- The writer tends to start many sentences the same way.
- The writer can use simple sentences effectively but may have trouble with more complex sentences.
- Run-ons or fragments, if present, may be confusing.
- The writing may be wordy.

1 Paper. Sentence flaws make this paper hard to read and understand.

- The writer does not seem to understand how words and sentences fit together or where one idea stops and another begins.
- Sentences are often awkward, rambling, and/or confusing. The writer may use many short, choppy sentences.
- Writing does not follow sentence patterns people use when they talk. It is hard to read aloud.
- Run-ons or fragments are confusing.

Writing Conventions (Grammar, Capitalization, Punctuation, Spelling, Paragraphing)

5 Paper. There are no glaring errors in writing conventions, and the paper is easy to read and understand.

- Punctuation is correct and helps the reader understand each sentence.
- Spelling is accurate.
- There are no major errors in grammar. (For example, subjects and verbs go together: "Mike and Bill ARE my friends.")
- Paragraphs start and stop at the right places.

3 Paper. The reader can follow what is being said. However, there are enough mistakes that the reader SOMETIMES has difficulty concentrating on what the writer is saying.

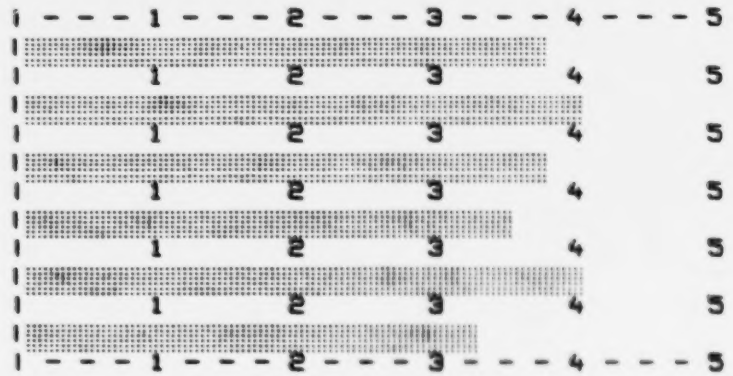
- Punctuation errors reflect hasty or careless editing.
- Spelling errors sometimes cause the reader to stop or reread to figure out what is meant.
- The reader notices some errors in grammar. (For example, subjects and verbs may not always go together.)
- The writer tries to use paragraphs, but they may not always begin at the right places.

1 Paper. There are so many errors in conventions that the reader has a very hard time just getting through the paper. Some parts may be impossible to follow or understand.

- The writer shows little understanding of how or when to use capital letters or punctuation marks.
- Spelling errors are frequent and it may be hard even to guess what word is meant.
- Errors in grammar are very common and stand out.
- Paragraphs do not come at the right place. A long paper may be written as just one paragraph OR the writer may start a new paragraph with almost every sentence.

[redacted]
CMS/LAFAYETTE (5)

Analytic Trait Writing Assessment 10-13-1988
Spring 1987-88 Greater Albany Public Schools


1. Ideas and Content 3.75
2. Organization 4.00
3. Voice 3.75
4. Word Choice 3.50
5. Sentence Structure 4.00
6. Writing Conventions 3.25
1 2 3 4 5

Legend: 1=Unskilled 2=Rudimentary 3=Developing 4=Maturing 5=Polished

This sample printout displays numerically and graphically the results for a 5th grade student (name blotted out) who took the writing test while at Lafayette Elementary School but who now attends Calapooia Middle School (CMS).

GREATER ALBANY PUBLIC SCHOOL DISTRICT 8J

1987-88 DISTRICT WRITING ASSESSMENT

GROUP: Calapooia Middle School 7th Grade

ANALYTIC TRAIT: Organization and Development

SCORE	FREQUENCY	SKILL LEVEL	PERCENT
1.00	1	Unskilled	
1.25	1	1.00 - 1.25	1
1.50	1		
1.75	7	Rudimentary	
2.00	14		35
2.25	13	1.26 - 2.50	
2.50	30		
2.75	31	Developing	
3.00	30		41
3.25	18	2.51 - 3.49	
3.50	19		
3.75	12	Maturing	
4.00	8		23
4.25	5	3.50 - 4.74	
4.50	1		
4.75	1	Polished	
5.00	0	4.75 - 5.00	1

STUDENTS = 194 AVERAGE SCORE = 2.89

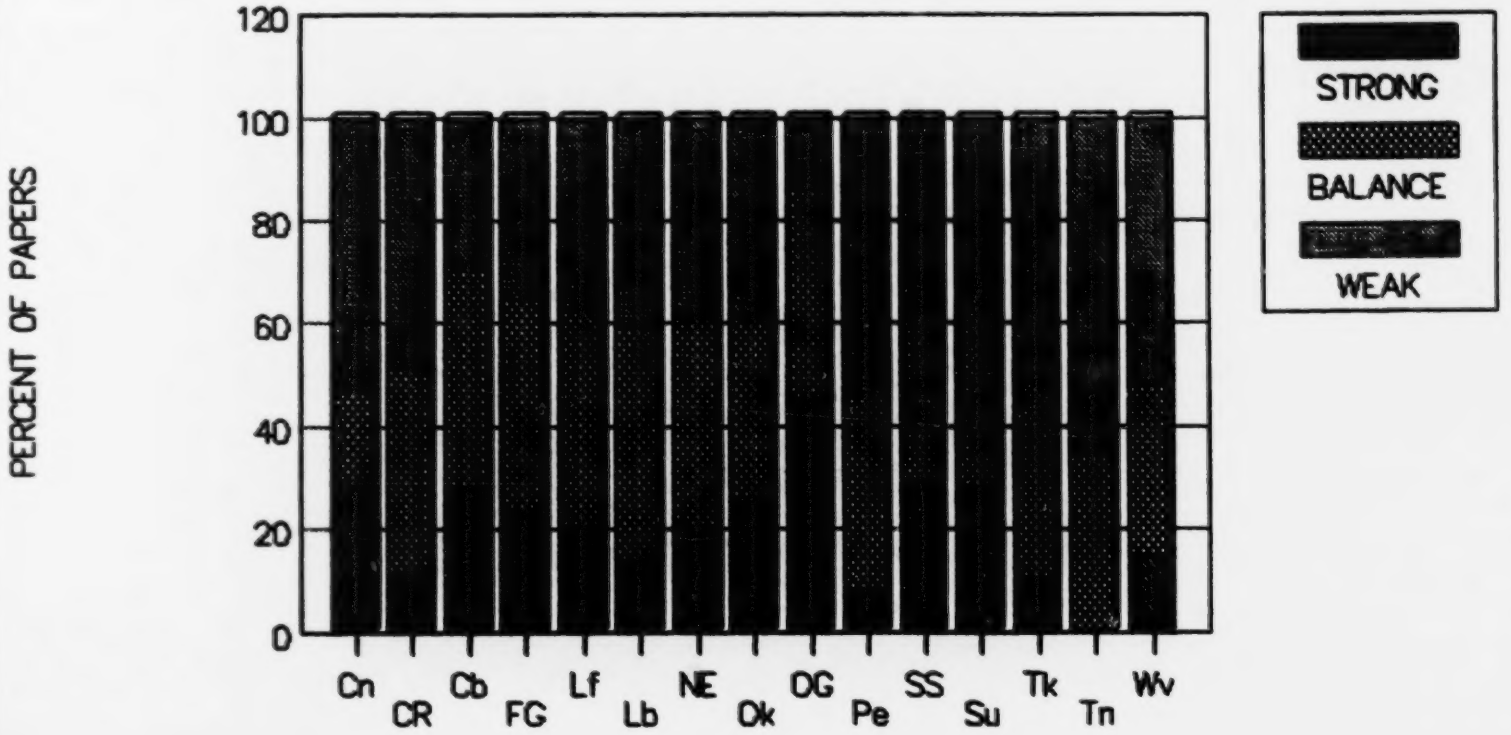
PERCENT OF PAPERS WHERE...

STRENGTHS OUTWEIGH WEAKNESSES: 24
STRENGTHS BALANCE WEAKNESSES: 41
WEAKNESSES OUTWEIGH STRENGTHS: 35

(2/6) ßΣ (ATS-DOS3.PMS) 10-13-1988

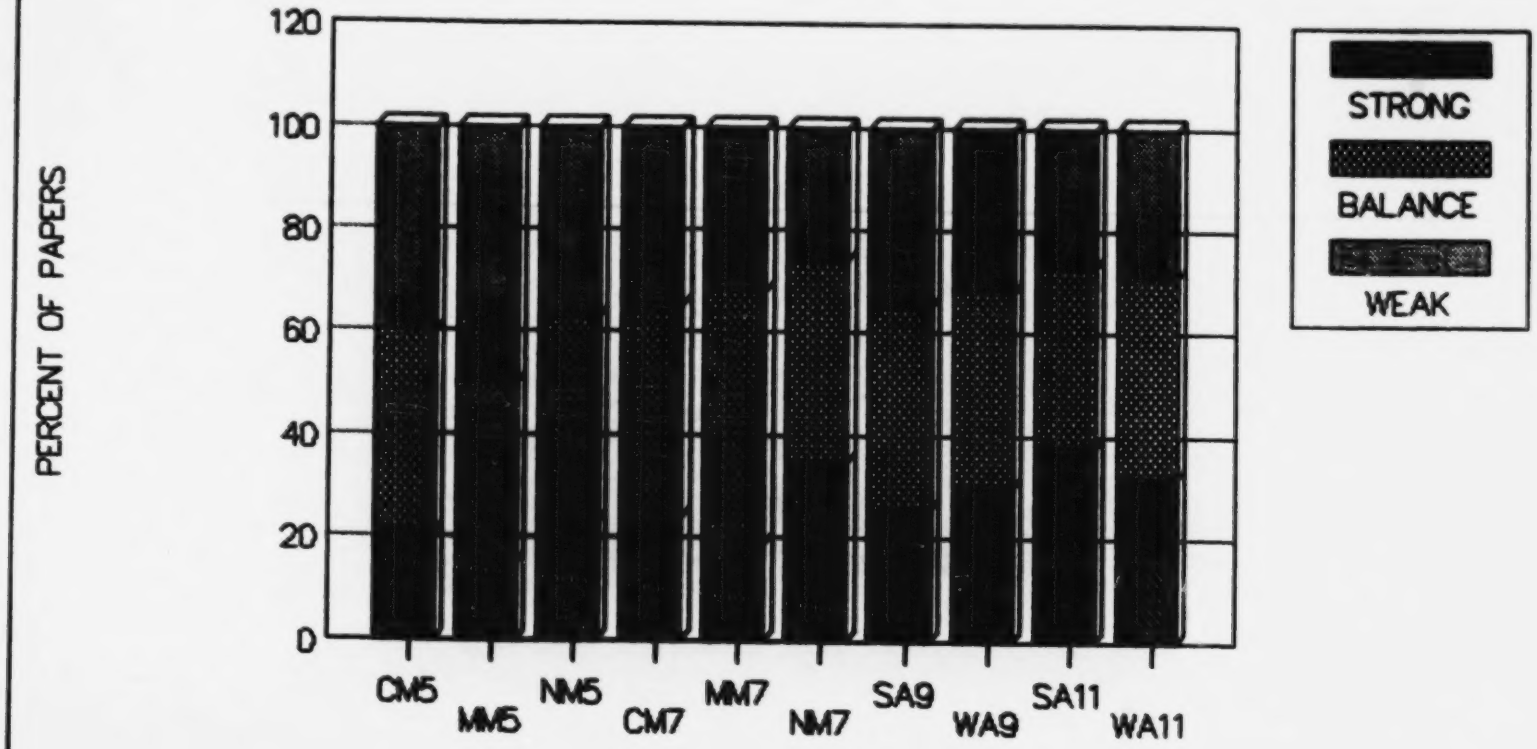
1987–88 WRITING ASSESSMENT

Organization and Development



1987–88 WRITING ASSESSMENT

Organization and Development



1987-88 ANALYTIC TRAIT WRITING ASSESSMENT
GREATER ALBANY PUBLIC SCHOOLS

DISTRIBUTION OF SCORES SUMMARY TABLE
5th GRADE

		Frequency of Scores						Percentage of Scores					
Grade 5	Score	Id	Og	V	Wd	Sn	Wr	Id	Og	V	Wd	Sn	Wr
Unskilled	1.00	1	0	0	0	2	3						
1.00-1.25	1.25	1	5	1	2	3	5	0	1	0	0	1	2
	1.50	7	5	3	6	1	11						
Rudimentary	1.75	8	19	10	7	8	18						
	2.00	29	58	24	16	20	28	31	41	25	26	25	36
1.26-2.50	2.25	37	59	33	32	31	55						
	2.50	76	66	57	73	67	71						
Developing	2.75	77	91	84	83	74	63						
	3.00	93	67	79	111	102	78	44	38	44	50	46	38
2.51-3.49	3.25	52	37	61	59	59	51						
	3.50	48	41	54	58	50	51						
Maturing	3.75	42	28	47	31	39	40						
	4.00	25	18	23	18	33	16	25	20	30	23	28	24
3.50-4.74	4.25	8	8	21	9	9	12						
	4.50	3	5	10	3	10	4						
Polished	4.75	2	1	1	1	1	2						
4.75-5.00	5.00	0	1	1	0	0	1	0	0	0	0	0	1

	Id	Og	V	Wd	Sn	Wr
Percent of 5th grade papers where...						
Strengths outweigh weaknesses:	25	20	30	23	28	25
Strengths balance weaknesses:	44	38	44	50	46	38
Weaknesses outweigh strengths:	31	42	26	27	26	37

Id = Ideas and Content
Og = Organization and Development
V = Voice (Style)
Wd = Word Choice
Sn = Sentence Structure
Wr = Writing Conventions

13-Oct-88

1987-88 ANALYTIC TRAIT WRITING ASSESSMENT
GREATER ALBANY PUBLIC SCHOOLS

DISTRIBUTION OF SCORES SUMMARY TABLE
7th GRADE

		Frequency of Scores						Percentage of Scores					
Grade 7	Score	Id	Dg	V	Wd	Sn	Wr	Id	Dg	V	Wd	Sn	Wr
Unskilled	1.00	0	1	0	0	0	0						
1.00-1.25	1.25	2	1	2	0	1	3	0	0	0	0	0	1
	1.50	1	4	0	1	3	5						
Rudimentary	1.75	3	14	4	4	5	26						
	2.00	22	31	13	15	15	35	23	31	16	25	20	33
1.26-2.50	2.25	27	32	22	31	26	33						
	2.50	47	56	31	58	40	45						
Developing	2.75	60	77	68	58	73	65						
	3.00	94	69	77	105	74	59	47	42	49	51	50	41
2.51-3.49	3.25	51	38	68	57	72	54						
	3.50	60	39	50	47	43	38						
Maturing	3.75	23	26	38	25	30	27						
	4.00	22	24	24	13	29	21	29	25	32	23	28	25
3.50-4.74	4.25	11	12	19	12	10	18						
	4.50	9	8	9	2	10	4						
Polished	4.75	3	3	9	5	4	2						
4.75-5.00	5.00	0	0	1	2	0	0	1	1	2	2	1	0

	Id	Dg	V	Wd	Sn	Wr
Percent of 7th grade papers where...						
Strengths outweigh weaknesses:	30	26	34	25	29	25
Strengths balance weaknesses:	47	42	49	51	50	41
Weaknesses outweigh strengths:	23	32	17	24	21	34

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13-Oct-88

1987-88 ANALTYIC TRAIT WRITING ASSESSMENT
GREATER ALBANY PUBLIC SCHOOLS

DISTRIBUTION OF SCORES SUMMARY TABLE
9th GRADE

		Frequency of Scores						Percentage of Scores					
Grade 9	Score	Id	Og	V	Wd	Sn	Wr	Id	Og	V	Wd	Sn	Wr
Unskilled	1.00	1	2	1	1	2	2						
1.00-1.25	1.25	3	5	1	1	2	9	1	1	0	0	1	2
	1.50	3	8	1	4	3	13						
Rudimentary	1.75	9	14	4	4	13	21						
	2.00	21	37	15	29	25	49	26	33	17	29	30	40
1.26-2.50	2.25	41	39	27	34	46	58						
	2.50	51	62	35	71	58	56						
Developing	2.75	65	55	57	93	66	54						
	3.00	96	62	82	94	65	48	47	38	44	49	36	31
2.51-3.49	3.25	68	70	76	52	47	48						
	3.50	50	47	71	40	67	52						
Maturing	3.75	29	34	50	32	41	34						
	4.00	27	26	26	15	24	22	25	27	36	21	33	27
3.50-4.74	4.25	11	14	17	10	17	17						
	4.50	7	10	13	5	11	6						
Polished	4.75	7	4	9	5	3	0						
4.75-5.00	5.00	1	1	5	0	0	1	2	1	3	1	1	0

	Id	Og	V	Wd	Sn	Wr
Percent of 9th grade papers where...						
Strengths outweigh weaknesses:	27	28	39	22	34	27
Strengths balance weaknesses:	47	38	44	49	36	31
Weaknesses outweigh strengths:	26	34	17	29	30	42

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13-Oct-88

1987-88 ANALYTIC TRAIT WRITING ASSESSMENT
GREATER ALBANY PUBLIC SCHOOLS

DISTRIBUTION OF SCORES SUMMARY TABLE
11th GRADE

		Frequency of Scores						Percentage of Scores					
Grade 11	Score	Id	Og	V	Wd	Sn	Wr	Id	Og	V	Wd	Sn	Wr
Unskilled	1.00	2	1	0	0	4	4						
1.00-1.25	1.25	1	3	2	4	3	1	1	1	0	1	1	1
	1.50	4	7	2	4	6	10						
Rudimentary	1.75	8	13	4	9	12	11						
	2.00	15	28	15	14	11	29	18	27	14	22	19	29
1.26-2.50	2.25	22	39	17	24	27	48						
	2.50	38	43	29	55	37	42						
Developing	2.75	61	49	57	77	54	58						
	3.00	89	57	84	93	77	53	46	37	42	49	41	38
2.51-3.49	3.25	73	71	61	66	67	72						
	3.50	56	56	73	55	75	56						
Maturing	3.75	36	47	45	32	42	41						
	4.00	38	34	39	20	30	29	33	34	41	26	38	30
3.50-4.74	4.25	23	14	24	16	28	16						
	4.50	7	10	16	2	5	3						
Polished	4.75	5	7	7	5	0	5						
4.75-5.00	5.00	2	1	5	4	2	2	1	2	3	2	0	1

	Id	Og	V	Wd	Sn	Wr
Percent of 11th grade papers where...						
Strengths outweigh weaknesses:	34	36	44	28	38	31
Strengths balance weaknesses:	46	37	42	49	41	38
Weaknesses outweigh strengths:	20	27	14	23	21	31

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13-Oct-88